



MISSOURI PART B INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

2013-14 through 2018-19

Submitted March 26, 2015

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline and Targets

Baseline Data

FFY	2013
Communication Arts	17.4%
Mathematics	20.4%

FFY 2013 – FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Communication Arts	18.4%	19.4%	20.9%	22.4%	23.9%
Mathematics	21.4%	22.4%	23.9%	25.4%	26.9%

Description of Measure

Missouri's State Identified Measurable Results (SIMR) for students with disabilities is focused on improving proficiency outcomes in the areas of reading/language arts and mathematics. Approximately 350 schools are voluntarily participating in a multi-year pilot project to validate the selected effective practices. This pilot initiative is called the Collaborative Work. Our SIMR is based on the outcomes for these 350 schools, and we will scale the process if this pilot process produces anticipated results. Missouri's SIMR, therefore, is to increase the percent of students with disabilities in tested grades who will perform at proficiency levels on state assessments in reading/language arts and mathematics in the Collaborative Work pilot schools by 6.5 percentage points by 2018.

Targets: Description of Stakeholder Input

Over the past several years, the Missouri Department of Elementary and Secondary Education (DESE), Office of Special Education has frequently presented information to Missouri stakeholder groups. While we have always held our primary stakeholder group to be the Special Education Advisory Panel (SEAP) and our secondary stakeholder group to be the Missouri Council of Administrators of Special Education (MO-CASE), we have presented the concept, purpose, and direction of the SSIP; data analysis; evidence-based strategies; and, a description of the Collaborative Work (Missouri's name for the pilot implementation of the SSIP) to numerous other groups. These groups most notably have been the Missouri Planning Council, the Blind Task Force (BTF), the Regional Professional Development Center (RPDC) directors and specialists, school administrators (mostly superintendents), and area supervisors (DESE staff who are liaisons with schools across the state). Support for the work has been generally positive. Stakeholders especially appreciated the way we summarized the review of data into a table that included findings and observations. The variety of ways data were connected and separated (especially into elementary compared to secondary) challenged the beliefs of many. The end result was a new appreciation for in-depth data analysis and stronger support for improving outcomes for students with disabilities in the areas of language arts and mathematics. While the data review clearly demonstrated there are multiple areas in need of improvement, no one challenged the focus on reading

and mathematics as being the most critical regardless of disability category or grade level.

One of the biggest hurdles was, and to some extent continues to be, the concept of improving, not because the building was labeled good or bad or given some accountability designation, but improving just because we can do it and it is the right thing to do. Accountability is so ingrained in our way of doing business that it now competes with our general sense of responsibility to others. We continue to hear strong support of the improvement process being initiated under the title of Collaborative Work (CW). Our SEAP especially appreciated that we successfully took the Collaborative Work and embedded it as part of the key strategic process in the Department's Top 10 by 20 Plan. This may be the first time special education did not feel like an add-on to someone else's document. As a result of the positioning of the Collaborative Work, we are seeing a significant effort on the part of other Offices within the agency to connect and align with our work. We are also making a significant effort to align what we do to the other quality improvement work supported throughout the agency—this is perhaps the beginning of systems development.

Because of timing, the SEAP (our primary stakeholder group) was the only stakeholder group with whom we discussed the target setting for the State-identified Measurable Result(s) (SIMR). They again saw that we were applying business rules to the process of developing targets for the SIMR consistent with target setting for the SPP/APR. The only differences in the process were using a smaller set of schools (the 350 plus CW pilot schools) and setting the targets based on the pilot school data, not statewide data. The SEAP agreed that the appropriate approach to target setting was followed.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Process of identifying, selecting, and analyzing existing data: To guide the development of the Missouri State Systemic Improvement Plan (SSIP), data from a wide number of sources were collected and organized for analysis to determine the SIMR and root causes contributing to low performance (see Table 1 and Charts 2 and 3). These sources included trend data from the Part B SPP/APR Indicators, 618 data for the past five years, and special education compliance data from the past three years. These data were incorporated into a PowerPoint called "Special Education At A Glance" to aid in data discussions with various stakeholder groups. Data were reviewed over several months with both internal and external stakeholder groups. Internally, data were shared with special education staff at bi-weekly staff meetings and with other department staff in various ways (Office staff meetings, Executive Leadership Team meetings, DESE area supervisors, Department Data Team meetings, and Regional Professional Development Center directors and staff). Externally, a chart summarizing multiple data reviews was developed and presented to the Missouri Planning Council, Blind Task Force, Special Education Advisory Panel, and Missouri Council of Administrators of Special Education. Selected data was also shared at various meetings and conferences, such as Special Education Administrators Conference, Council for Exceptional Children, and the Commissioner's Conference (primary audience is superintendents and central office staff).

Data were organized by Office of Special Education Programs (OSEP) indicator with particular emphasis on:

- Student performance data—Missouri Assessment Program (MAP)

- Discipline
- Attendance
- Transition
- Post-secondary outcomes
- Poverty
- Compliance

Data were disaggregated in a number of ways and were looked at for the entire state, for the nine RPDC regions, and for individual districts. Some of the major ways in which data were grouped are as follows:

- Data for all SWDs compared with all students
- Data for 6-7 major SWD categories compared with all students, all students with disabilities, and with each other. Some data were separated into age/grade span groupings to get a better look at variations between elementary and secondary
- Scatterplots were developed to show relationships among poverty/proficiency/inclusion and poverty/proficiency/incidence rate at the district level
- SWD proficiency data were compared to non-disabled, minority, English language learners, and low-socio-economic data
- All districts were scanned to see if there were any districts where SWD performed at a significantly higher level than would be predicted by socio-economic data

Root Cause

When looking at the possible root causes of low student performance/achievement gaps across an entire state, Missouri recognized that “The causes of low performance/achievement gaps are multiple and complexly interrelated, and they vary from school to school, district to district, and community to community.” (<http://www.nea.org/>). For this reason, the state felt it would be most effective and efficient to look at those factors that have been identified in various studies as contributing to low performance/achievement gaps and to structure an improvement framework which would allow individual districts and buildings to identify and address with evidence-based activities those areas which were having the greatest impact on low performance/achievement gaps in that district/building. Much of our information related to root cause analysis comes from years of accumulated reports generated by on-site reviews of districts and schools across the state. What was often found was the widespread use of instructional practices not grounded in research and the lack of systematic implementation of effective teaching and learning practices. What was observed in the on-site reviews as contributing causes of low performance were validated through John Hattie’s synthesis of over 800 meta-analyses relating to achievement. Other contributing factors observed were the lack of collaborative cultures and infrequent use of data to guide improvement. These observations were also consistent with the Moving Your Numbers study guided by the National Center for Educational Outcomes.

Data Quality

Primary data quality concerns are in the area of ECSE. A main issue is the lack of a single early childhood assessment used across the state for both students with disabilities and non-disabled students. An assessment (the Desired Results Developmental Profile (DRDP)) has been adopted by the State Board of Education and is in the process of being implemented in state-sponsored Early Childhood Programs and Head Start programs across the state, including Early Childhood Special Education.

Overview of SPP/APR data

The following table (Table 1) shows Part B SPP data spanning 2005-2013. Of the 32 items (representing 20 indicators) on this list, 18 (56.2%) are at or above the target for the academic year 2012-2013.

Table 1

Missouri Annual Performance Report (APR) Summary Part B											Green = Met	Red = Not Met	Yellow = No Movement
<small>Determination based on 2012-13 data: Meets Requirements Determination based on 2011-12 data: Meets Requirements Determination based on 2010-11 data: Meets Requirements Determination based on 2009-10 data: Meets Requirements Determination based on 2008-09 data: Meets Requirements Determination based on 2007-08 data: Meets Requirements Determination based on 2006-07 data: Meets Requirements Determination based on 2005-06 data: Needs Assistance</small>													
	Indicator	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2012-13 Target	Gap from Target	Progress/Slippage	
1	Graduation Rate ¹						68.6%	72.8%	73.2%	≥ 71.5%	1.7%	0.4%	
2	Dropout Rate			4.9%	5.0%	4.2%	4.1%	4.0%	3.4% ≤	4.8%	1.4%	0.6%	
3A	Adequate Yearly Progress/AMO	32.2%	10.6%	18.3%	25.1%	21.3%	17.5%	0.6%	0.6% ≥	37.0%	-36.4%	0.0%	
3B	MAP Participation	99.3%	99.3%	99.6%	99.6%	99.3%	99.4%	99.5%	95.0%	4.5%	0.1%		
3C	MAP Proficiency Communication Arts	15.9%	17.6%	19.1%	23.6%	26.2%	27.0%	27.4%	25.8% ≥	57.9%	-32.1%	-1.6%	
3C	MAP Proficiency Mathematics	18.7%	20.9%	22.7%	25.8%	29.2%	29.6%	29.8%	28.4% ≥	58.6%	-30.2%	-1.4%	
4A	Discipline	0.57%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.4% ≤	0.5%	0.1%	-0.2%	
4B	Discipline by Race/Ethnicity						0.0%	0.7%	1.6%	0.2% =	0.0%	-0.2%	1.4%
5A	Inside Regular Education > 79%	57.4%	55.8%	57.1%	58.0%	58.4%	58.6%	58.9%	58.1% ≥	59.5%	-1.4%	-0.8%	
5B	Inside Regular Education < 40%	11.2%	10.6%	10.0%	9.8%	9.6%	9.3%	9.4%	9.4% ≤	10.2%	0.8%	0.0%	
5C	Separate Settings	3.7%	3.7%	3.7%	3.8%	3.7%	3.6%	3.6%	3.5% ≤	3.50%	0.0%	0.1%	
6A	ECSE Children in Regular Programs							47.2%	47.2% ≥	47.3%	-0.1%	0.0%	
6B	ECSE Children in Special Education Programs							22.9%	22.9% ≤	22.8%	-0.1%	0.0%	
7A	ECO Positive Social Emotional Skills: SS#1				92.6%	91.9%	93.9%	93.4%	94.1% ≥	92.7%	1.4%	0.7%	
7A	ECO Positive Social Emotional Skills: SS#2				55.5%	53.5%	51.7%	52.9%	51.3% ≥	55.6%	-4.3%	-1.6%	
7B	ECO Acquisition & Use of Knowledge & Skills: SS#1				93.7%	93.5%	95.6%	94.9%	96.6% ≥	93.8%	2.8%	1.7%	
7B	ECO Acquisition & Use of Knowledge & Skills: SS#2				42.3%	42.1%	40.8%	43.5%	43.3% ≥	42.4%	0.9%	-0.2%	
7C	ECO Appropriate Behaviors: SS#1				90.6%	91.2%	93.0%	92.5%	93.9% ≥	90.7%	3.2%	1.4%	
7C	ECO Appropriate Behaviors: SS#2				60.6%	59.4%	57.0%	58.5%	59.5% ≥	60.7%	-1.2%	1.0%	
8	Parent Involvement	76.5%	69.4%	72.3%	69.6%	69.3%	71.4%	77.8%	77.6% ≥	80.0%	-2.4%	-0.2%	
9	Disproportionate Representation	1.15%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0% =	0.0%	0.0%	0.0%	
10	Disproportionate Representation by Disability	1.15%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0% =	0.0%	0.0%	0.0%	
11	Initial Evaluation Timelines	94.7%	94.0%	97.1%	97.8%	96.8%	97.8%	97.9%	97.6% ≥	100.0%	-2.4%	-0.3%	
12	Part C to Part B Transition Timelines	95.4%	80.3%	88.6%	91.3%	95.0%	96.6%	95.5%	93.9% ≥	100.0%	-6.1%	-1.6%	
13	Post-Secondary Transition Planning	44.8%	73.2%	82.5%	NA	91.3%	79.4%	82.3%	87.5% =	100.0%	-12.5%	5.2%	
14A	Post-Secondary Follow-up: Statement A						23.4%	30.2%	31.6%	29.2% ≥	24.4%	4.8%	-2.4%
14B	Post-Secondary Follow-up: Statement B						45.9%	53.1%	54.3%	53.5% ≥	46.9%	6.6%	-0.8%
14C	Post-Secondary Follow-up: Statement C						50.3%	58.6%	59.7%	57.7% ≥	51.3%	6.4%	-2.0%
15	Timely Correction of Noncompliance	32.3%	95.4%	100.0%	99.9%	100.0%	100.0%	100.0%	100.0% =	99.8% =	100.0%	-0.2%	-0.2%
18	Resolution Settlement Agreements	46.9%	46.2%	48.8%	44.0%	55.2%	19.6%	44.1%	41.0% ≥	35.3%	5.7%	-3.1%	
19	Mediation Agreements	66.7%	55.5%	64.7%	81.3%	90.0%	95.3%	72.0%	94.3% ≥	35.3%	59.0%	22.3%	
20	Timely & Accurate Data	93.0%	99.1%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0% =	100.0%	0.0%	0.0%	

1. Graduation rate is 4-year adjusted cohort rate

7/18/2014

The following Data Summary Chart (Chart 1) provides an overview of the types of data, findings (factual), and observations (interpretations) from a review of essential data elements which helped inform the selection of the critical area of need to be addressed in the SSIP. The data is clustered in a variety of ways because it is important to understand variations among students with disabilities. It is also important to show how data from various sources are used.

Chart 1: Data Summary Chart

Data Topic	Description	Findings	Observations
Socio-Economic	Identified percentage of IEPs in the following categories: Unreduced, reduced, and free lunch Sources: 3, 5, 16, 20, 23	<ul style="list-style-type: none"> MO has a 49% F/R rate MO has a disability rate of 12.56% Less than 10% of non-F/R have IEPs 13% of reduced lunch have IEPs About 16% of free lunch have IEPs 	<ul style="list-style-type: none"> Almost 60% of SWDs are on F/R lunch Students on free/reduced lunch are almost 1.5 times as likely to have an IEP as students not on free or reduced
Graduation rates	Provides data re: graduation rates for “ALL” students and	<ul style="list-style-type: none"> ALL students: 2011 = 81.3%, 2013 = 87.7% an increase of 6.4% 	<ul style="list-style-type: none"> Between 2011 and 2013 the 4 year graduation rate for SWDs increased slightly better than for

	SWDs from 2011-2013; compared results for primary categories of SWDs in 2011 and 2012 Sources: 1, 2, 11, 23, 28	<ul style="list-style-type: none"> • SWDs: 2011 = 68.6%, 2013 = 76.3% an increase of 7.7% • LD and OHI had best rates in 2012 at 75.7 and 77.5% respectively • ED had the lowest rate 55.5% in 2012 	<p>ALL students</p> <ul style="list-style-type: none"> • LD, OHI, and ED must all continue to improve to close the gap due to the numbers of students represented • SWD grad rates improve by about 5% when using a 5-year rate over a 4-year rate
Accountability	2008-2010 data re: percent proficient for Dist/Sch w/30 or more accountable students by category in CA and math Sources: 4, 5, 12, 13, 18, 22, 25, 27, 29	<p>State totals (including MAP-A):</p> <ul style="list-style-type: none"> • CA –“ALL” went from 60% proficient to 62% (545 dist/1,998 schools) • CA—IEP went from 36.9% to 37.8% (320 dist/760 schools) • Math—“ALL” from 55.3% to 61.7% • Math—IEP 35.9% to 39.6% 	<ul style="list-style-type: none"> • IEP were the lowest performing subpopulation in both CA and Math over these 3 years • Around 59% of districts and 38% of schools have sufficient IEP student N-size to be included in the accountability system • No school met the proficiency standards without MAP-A scores being included
Elementary vs Secondary	Changes of numbers and percentages in the most prominent SWD categories from elementary to secondary using age groupings of 6-11 and 12-17 Sources: 3, 26	<ul style="list-style-type: none"> • The total numbers of SWDs is relatively stable in the two age groupings • Number of secondary S/Lng Impairment is 1/4th of elementary #s • Numbers of LD and ED almost double in the secondary • Numbers of OHI and MR increase by 1.5 and 1.4 respectively in the secondary 	<ul style="list-style-type: none"> • The most severe cases of LD, ED, AU, and MR/DD are likely identified in the elementary years with additional but less severe cases identified in the secondary years • Speech impairment has a high incidence rate in the elementary and a very low incidence rate in the secondary • Speech and language impairment occur less frequently in secondary but likely represent most severe of each
Proficiency levels	Compares SWD (excludes MAP-A) to ALL students; compares major categories of SWDs to each other; compares major categories of SWDs by age groupings (6-11 and 12-17) Sources: 4, 5, 7, 12, 13, 17, 18, 22, 25, 27	<ul style="list-style-type: none"> • All CA 2007 = 44.7%, 2012 = 55% • SWD CA 2007 = 17.6%, 2012 = 27.4% • All math 2007 = 45%, 2012 = 55% • SWD math 2007 = 20.9%, 2012 = 29.8% • Elem SWD CA proficiency = 18.8% • Sec SWD CA proficiency = 29.4% • Elem SWD math proficiency = 23.2% • Sec SWD math 	<ul style="list-style-type: none"> • Over time, SWDs are increasing in the top 2 proficiency levels at rates similar to All students • SWD have narrower gaps w/All in mathematics and science • Proficiency scores for Speech Impairment are just slightly below those of All students • LD, OHI, and ED need marked improvement to close any gap and primarily account for the significant gap between SWDs and All students • No district could be identified as exemplary for IEP student

		proficiency = 23.7%	proficiency performance
Discipline	Compares discipline data for each category of SWD relative to the percentage of make-up of SWD population Compares SWD to non-disabled students Sources: 3, 8, 23	<ul style="list-style-type: none"> ED students are 3-4 Xs more likely to be involved in a disciplinary issue OHI are 1.5-1.8 Xs more likely LD are about as likely as SWDs Students with autism are $\frac{1}{2}$ as likely as other SWDs to be involved in a disciplinary issue Sp/Lg Impaired are $\frac{1}{2}$ to $\frac{1}{4}$ as likely 	<ul style="list-style-type: none"> Discipline rates for SWDs is about twice as high as for non-disabled students ED and LD more likely to experience long term disciplinary removal
LRE	Compares LRE by SWD category and by age spans 6-11 and 12-17 Sources: 23, 26	<ul style="list-style-type: none"> MO is lower than Nat. avg in > 80% or more but surpasses Nat. avg when adding in > 40% 85% of SWDs spend 40% or more of their time in general ed. classrooms 	<ul style="list-style-type: none"> MR has the lowest rates of inclusion of the major categories Secondary appears less inclusive but that is mostly a result of the change in numbers of Sp/Lng from the elementary
SWD incidence rates and proficiency of districts viewed by poverty strata	All districts placed in a quartile based on poverty (equal numbers in each). MAP-A not included Sources: 30	<ul style="list-style-type: none"> Q1 (lowest poverty) had the highest rate of performance (31.9% of Q1 districts were above 30% proficiency) 80.8% of all districts had proficiency rates lower than 30% 	<ul style="list-style-type: none"> In 3 of 4 quartiles, achievement improved as incidence rates increased Q3 (57.4-67.6% poverty) achievement was largely unaffected by incidence rates (Q3 had lowest rates of inclusion)
SWD inclusion and proficiency of districts viewed by poverty strata	All districts placed in a quartile based on poverty (equal numbers in each). MAP-A not included in these counts. Inclusion = >79% of time in reg. ed. Sources: 30	<ul style="list-style-type: none"> 36.6% of all districts had inclusion rates greater than 70% Q3 (57.4-67.6% poverty) had the lowest overall inclusion rates (74.6% of districts with less than 70% inclusion) 	<ul style="list-style-type: none"> In low poverty districts (Q1 and Q2), achievement tends to improve as inclusion increases Q3 largely unaffected by inclusion rates In high poverty districts (Q4), performance decreases as inclusion increases
Post-Secondary	Reviews post-secondary outcomes (college and career) Sources: 1, 2, 3, 7, 16, 17, 23, 28	<ul style="list-style-type: none"> MO data show little change over the past several years. Attendance at both 2-year colleges and non-college training is slightly higher for SWDs than for all students Attendance at 4-year college lags significantly for SWD (about 23%) 	<ul style="list-style-type: none"> LD and autism exhibit positive college attendance at rates not forecast by proficiency rates ED and TBI lag significantly in college enrollment and competitive employment

		<ul style="list-style-type: none"> points difference) Competitive employment for SWD is 6-7% higher for SWD than for All students 	
Statewide System of Support (SSOS)	Reviews results of the SSOS Sources: 6, 19, 24	<ul style="list-style-type: none"> Many services focused in the same districts and buildings Difficult to evaluate results of the SpEd improvement grants No region showed results that could not have been predicted by demographics 	<ul style="list-style-type: none"> No initiative seemed to be accelerating improvement regionally or statewide Few initiatives had a scalable business model Many districts/schools not getting improvement supports even though results for subpopulations were uniformly poor across the state

Chart 2: Data Sources for Chart 1

#	Major Source Name	Description
1	2009-2011 Post-Sec Summary	Post secondary data over 3 years
2	09-10 Post-Sec Follow-up	2009-10 post secondary data by category
3	2012-13 Misc SPED data	Child count, discipline, and removal by category and offense, exiting, child complaints, due process and resolution, and assessment participation
4	Accreditation	2009-11 (3-year) proficiency and growth data
5	Achievement Level 4 Report	2010-12 (3-year) MAP data by grade level and disability category
6	Areas of Focus by School District	Grant focus areas by region and type
7	CTE Student Counts	2011 participation of IEP students in Career Technical Education (CTE) by course types
8	Discipline by Length	2012 and 2013 All/IEP/Non-IEP incidence data by offense, weapons, removal type, and length
9	Due Process States	2011-12 and 12-13 due process resolution
10	ECSE total	Numbers of ECSE and cost/child by district
11	GHS-RMA(2)	1998-2011 graduated high school (GHS) and reached maximum age (RMA)
12	Largest 25	Number not proficient in the largest 25 districts
13	MAP and F/R	2011-13 (3 years) MAP and F/R comparison
14	Mediations 2010-2012	Mediations and results for 2 years
15	Missouri Census 2008	2008 Census Data
16	Outcomes data	2011-12 MAP, Child Complaints/Due Process, Discipline, ECO, ECSE, Grad/DO (by disability category)
17	Post-Sec	Compares All and SWD post-secondary outcomes
18	Proficiency 0, 1, 2, and 2R	4 reports: CA grades 3-5 from 2005-06 through 2010-11
19	RPDC Rankings	Ranks RPDCs based on various SpecEd indicators
20	Socio-Econ (13)	Free/Reduced lunch counts for IEP/Non-IEP
21	Special Education at a Glance 4 Follow-up and (2)	2 PowerPoints to lead data discussions
22	SPED HQT	Core courses taught by SpecEd teachers
23	SPP At a Glance 12-13	Multi-year APR data
24	SSOS Buildings	2011 buildings with services—Priority, Focus, PBIS, PLC, etc.

25	Proficiency 3-year comparison	3 years proficiency of sub populations with growth calculations for 2011
26	State Child Count 2012	Child count of major categories with age spans
27	Statewide by Disability 2009-2010-2011	CA and math grade level and top 2 levels of proficiency by disability category
28	Statewide Follow-up by disability(2)	2009-10 thru 2011-12 (3 years) post secondary outcomes by disability category
29	Subpopdata	2011 Disaggregated by subpopulation data and percent top 2 for CA and math
30	Scatterplots	Intersects poverty, proficiency, incidence, inclusion data

Regional Data Review

Data were also reviewed by region of the State. Missouri has nine Regional Professional Development Centers (RPDCs) which provide professional development and technical assistance to schools. They are often involved in implementing statewide initiatives. Because they are an important part of the system of support infrastructure, it was important to see if any of the RPDCs could be identified as more effective in providing training and technical assistance. The concept being that if one or more centers were doing better than the others some of their practices should be incorporated into the improvement process considerations. Data used for this review included statewide assessment, discipline and poverty data for all students and separately for students with disabilities, and data related to participation/non-participation in major initiatives such as School-Wide Positive Behavior Supports (SW-PBS) and Professional Learning Communities (PLC). This data review failed to identify one or more of the RPDCs as doing better than the others. Almost all differences in outcomes could be explained by poverty variations. Though no differences were identified, the review was included in determinations regarding the analysis of the statewide infrastructure as it indicated a need to improve the quality of assistance from the RPDCs.

Summary

The data analysis identified a number of areas needing attention and improvement including early childhood outcomes, discipline, graduation and dropout rates, and student academic performance in English language arts and mathematics. The fact that performance of SWDs was so far below state targets provided a strong incentive to focus on that area. The thought that student performance seemed like a driver of many other areas such as discipline, attendance, dropout rates, graduation rates, and post-school outcomes made it difficult to ignore. No stakeholder group or stakeholder group individual argued for a different area of focus. The initiative to focus the States Systemic Improvement Plan (SSIP) on improving student academic outcomes was named the Collaborative Work (CW). The CW work will be mentioned in the infrastructure analysis as it was important to analyze the Statewide System of Supports within the context of successfully implementing a major initiative focused on student performance outcomes for students with disabilities.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or

could be, integrated with the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

Overview of Statewide System of Support

The initial analysis of the statewide system of support focused on what it would take to successfully implement the Collaborative Work (CW) (Missouri's pilot for the SSIP). By being very specific about the design of the CW, we could make better judgments regarding what it takes to conduct a successful pilot in schools across the state and then scale the process potentially to any school or district wanting to implement the process. By understanding the strengths and concerns of the present system, we could be intentional about developing resources and processes to address concerns and take advantage of strengths. The initial question was who/what was best situated to support districts and schools statewide and be able to sustain that support over many years. Understanding the time and uncertainty required in building a new statewide system through competitive contract and the real capacity limitations inside the agency much of the attention quickly focused on the Regional Professional Development Centers (RPDCs). These regional centers were one of the few existing resources that seemed viable to transform into a statewide support system. Several positive attributes were evident from the beginning:

- The state has a significant investment in and reliance on the RPDCs to provide ongoing supports but not targeted interventions.
- The RPDCs have been trained in some practices that are valued as part of the Statewide System of Support (SSOS) such as collaborative team decision making (SW-PBS and PLC) and data driven decision-making.
- RPDCs represent one of the few organized resources available in all areas/regions of the state and are ideally situated to help districts/schools statewide.

Designing the Collaborative Work helped identify important attributes of a statewide system that would be essential. The system attributes were viewed not on the ability of any single RPDC but on the perceived ability of the Centers at that point in time to function as a cohesive statewide unit. The following risk analysis chart represents a snapshot of our initial major areas of interest and our judgments of the health of the “system” based on past experience, observations, knowledge, and data.

Table 2: Risk Analysis

Category	SSOS Attribute	Low Risk	Medium Risk	High Risk
Governance	Independence related to each other and of the state			X
Fiscal	Fiscal/business plans in place for sustaining/maintaining/expanding are observable		X	
	Defined process to bring projects to scale			X
Quality Standards	Uniform quality standards for staff skills, knowledge, and competencies		X	
	Uniform quality standards for training staff		X	
	Depth of knowledge related to curriculum	X		
	In-house expertise in areas specific to the Collaborative Work		X	
	Capability and capacity to provide individualized coaching	X		
	Capability and capacity to provide group coaching		X	
Professional Development	Uniform quality standards for PD delivery		X	

	Uniform quality process for materials development		X	
	Strategic use of technology to enhance and bring efficiency to technical assistance/professional development		X	
Data Capacity	Use of data to guide decisions observed in the RPDC operations			X
Technical Assistance and Accountability	Use of measurements to evaluate progress and success			X

Implementation Driver Analysis

The framework of implementation drivers, as articulated by the National Implementation Research Network (NIRN), is a helpful lens for pulling together and reflecting on the multiple components of the state system. The NIRN research identifies eight implementation drivers. Four of the drivers focus on competency (performance assessment/fidelity, selection, training, and coaching) and three focus on organizational systems (decision-support, data system, and facilitative administration). The remaining driver is leadership.

Performance Assessment: How does Missouri know that improvement activities are implemented with fidelity and are leading to desired change? As mentioned, data to describe a cohesive implementation story is lacking. However, there are actively implemented components to build upon. For example, Missouri School-wide Positive Behavior Supports and Missouri Professional Learning Communities both incorporate implementation measures (SW-PBS School-wide Evaluation Tool (SET) and PLC Benchmark Assessment Tool (BAT)) and these measures are paired with walk-through/observation/interview to give a picture of school-wide implementation. Based on this data, participating schools receive a data report and coaching for improvement occurs. While these implementation measures have been very helpful in providing a data rich description of implementation, there are remaining data gaps. Expected fidelity of coaching has not been formalized thus is not consistent. The links between these data points and the intervention components has not been standardized. Additionally, these two initiatives are limited to social-emotional/behavior outcomes and school-wide collaborative culture. Performance assessment of the implementation of effective teaching/learning practices is in the beginning stages of development and initial implementation.

There is a need to give LEAs a more cohesive data picture of how their teaching practices and school-wide systems are affecting student learning. This will require collaborative problem-solving to determine how current data is supportive, completion of all implementation measurement tools with explicit instructions for use in LEAs, and for use by RPDCs to better support educators, development of a LEA Profile/Dashboard to make tracking progress and interpreting data less cumbersome for schools, and continued commitment to providing LEAs and RPDCs with data in a timely manner. Through Missouri Collaborative Work progress is underway to address these gaps.

Selection: What processes are in place to guide the selection of improvement activities, foci of professional development, and staff/consultants/contracts to conduct the work? In the spring of 2012, more than 120 stakeholders met in Jefferson City, Missouri, to review state data, provide diverse perspectives, and reflect on strengths and challenges of the new State System of Support (SOSS). During this meeting, 69 participants (64 representing the RPDCs and 5 DESE staff) completed a survey rating the level of need across Missouri in several areas. For future state professional development, participants rated topics from ‘Very Important (5)’ to ‘Not Important (1)’ as potential focus areas of need in Missouri (see Table below). Respondents averaged 5.39 years of experience working in a Missouri RPDC, and the majority of respondents specialized in Professional Learning Communities (PLC), special education, and School-wide Positive Behavioral Supports (SW-PBS).

**Table 3: Needs Assessment
Areas of Need (n=68)**

Areas of Need	Very Important	Not Important			Mean
School culture	53	12	3	0	4.74
Collaborative data teams	49	17	2	0	4.69
The use of formative assessments	56	10	2	0	4.79
Alignment to the Missouri Core Academic Standards	55	9	4	0	4.75
Teaching and learning practices	57	7	4	0	4.78

Later, a DESE leadership group formed to assess needs across Missouri. This interdisciplinary team of ten DESE staff represented three DESE offices. The team reviewed SPP data and recognized the importance of involving additional critical stakeholders to the process in order to accurately identify areas of need throughout Missouri. A key result of this stakeholder meeting was a prioritized state needs plan. While other topics arose, the stakeholder group agreed that addressing teaching and learning practices and the use of formative assessment are critical for better preparing students with disabilities for learning and life. They agreed that there remain significant needs across the state, identified as: (a) lack of achievement in Communication Arts, (b) lack of achievement in Math, and (c) lack of access to the general education environment to be addressed by the Collaborative Work initiative.

To launch the initiative, elementary and middle schools (N=378) were invited to participate. The student demographics (Table 3) of 359 participating Collaborative Work schools in 2012-2013 were consistent with the representative demographics statewide.

**Table 4: Comparison of Demographics
Comparison of Student Enrollment Demographics: Collaborative Work Schools and Statewide (2012-2013; n=359)**

Demographics	Collaborative Work Schools (%)	Statewide (%)
Free/ Reduced Lunch		
>60%	39.3	41.6
40-60%	35.1	33.5
<40%	25.6	25.0
Urbanicity		
Rural	42.6	39.2
Town	23.4	17.3
City	9.7	15.0
Suburb	24.2	28.5
Ethnicity		
White	79.4	76.2
Hispanic	5.5	4.6
Black	10.6	15.4
Asian	1.5	1.4

For these schools, supports for building collaborative data teams, use of effective teaching and learning practices, and common formative assessments are provided with a goal of reaching school-wide implementation with fidelity. The DESE relies on contracts with RPDCs to supplement the State's capacity to meet the needs of LEAs. Contracts with the RPDCs provide for regional and on-site

professional development for educators. Through the State Personnel Development Grant, DESE has contracted with University of Missouri-Kansas City and the University of Kansas to support project management, development of professional development content, development of implementation measures, and comprehensive evaluation. With all of these contracts, there are scopes of work outlining expectations and deliverables. Additionally, within the contract for the RPDCs are job descriptions outlining expected expertise of RPDC personnel working directly with LEAs.

Training & Technical Assistance: Who are the partners in delivering training and technical assistance, how is quality assured, and how is the process driven by data? The RPDCs are the primary providers of training and technical assistance and support for development of content and measurement of implementation occurs in partnership with institutions of higher education (IHEs). The recommended “dosage” of training and technical assistance necessary for support implementation progress has not been determined; however, initial data is currently being reviewed to inform an initial discussion about how intensity should be differentiated based on LEA/educator/student needs. This data is collected through RPDC activity logs in which RPDC personnel log their interactions with LEAs and report the nature and extent of their interactions. [See Quality Standards and Professional Development section below for a description of current practices.]

Through Collaborative Work, 20% of training is observed using a fidelity of training checklist developed for the project. Additionally, this checklist is used when the DESE hosts/provides professional development to the RPDC personnel. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality. State Implementation Specialists use this checklist when observing 20% of the Collaborative Work training events. Data collected using this checklist from October 1, 2013, through November 30, 2014, shows 95% of the observed trainings met criteria. The contents of the checklist address the following areas.

PREPARATION

1. Provides a description of the training with learning objectives prior to training
2. Provides readings, activities, and/or questions to think about prior to the training
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training
4. Quickly establishes or builds on previously established rapport with participants

INTRODUCTION

5. Connects the topic to participants’ context (e.g., community, school, district)
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)
7. Content builds on or relates to participants’ previous professional development
8. Aligns with school/district/state/federal standards or goals
9. Emphasizes impact of content on student learning outcomes

DEMONSTRATION

10. Builds shared vocabulary required to implement and sustain the practice
11. Provides examples of the content/practice in use (e.g., case study, vignette)
12. Illustrates the applicability of the material, knowledge, or practice to the participants’ context

ENGAGEMENT

13. Includes opportunities for participants to practice and/or rehearse new skills
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)
15. Includes opportunities for participants to interact with each other related to training content
16. Adheres to agenda and time constraints

EVALUATION

17. Includes opportunities for participants to reflect on learning
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice
19. Engages participants in assessment of their acquisition of knowledge and skills

Recently, measurement of content fidelity has been added to the checklist for fidelity of delivery of professional development. It is too early to draw conclusions from the content fidelity data.

Coaching: *How is coaching provided to support skill development?* Coaching is provided through the Collaborative Work on specific teaching/learning practices, as well as through SW-PBS and MO PLC. Recently, criteria for fidelity of coaching have been established for Collaborative Work. State Implementation Specialists observe 20% of coaching provided to LEAs through Collaborative Work. The coaching checklist was formalized into an online tool beginning with summer 2014. Data reported on coaching event observed between July 2014 and December 2014 show nearly all coaching events met criteria (99%). The fidelity of coaching checklist addresses the following key components of coaching.

PREPARATION

1. Clarifies purpose and scope of the coaching session.
2. Builds and maintains rapport, collegiality, and confidentiality with participants.

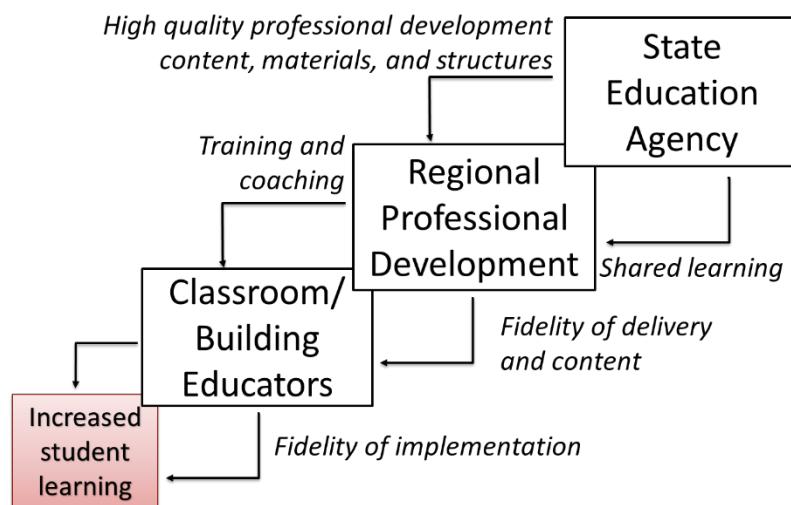
FEEDBACK & SOLUTION DIALOGUE

3. Facilitates conversation about what has gone well and where more support is needed.
4. Facilitates conversation about relevant student data.
5. Responds to ideas for improvement by validating and/or adding suggestions for changes in practice.
6. Provides rationales for why changes are important and how changes will improve outcomes.
7. Provides opportunity for reflection and clarification of recommendations.
8. Supports suggestions for change in practice with examples of the content/practice in use.
9. Offers opportunity or resources for guided practice.
10. Facilitates identifying next steps from the coaching session.

STRUCTURE

11. Paces the conversation to allow time for questioning and processing of information.
12. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).

The following graphic illustrates how training and coaching is supported across implementation levels.



Decision Support Data System: To what extent does currently collected data address essential questions for improving student outcomes? Throughout this plan are multiple references to the scope of data collected, methods of sharing data with LEAs and schools, use of data to inform state and regional level decisions, and gaps in data collection and sharing methods that need to be addressed. Reliance on data reporting SPP/APR indicators is not sufficient for school improvement. Indicator data can point to shortcomings and/or show progress trends. However, explaining why the shortcomings or progress has occurred is based mostly on observational data from multiple site visits of Missouri School Improvement Teams over many years. These data show a lack of attention to the practices of teaching and learning. While declaring a lack of focus on teaching and learning as primary causes of poor performance, site visit data coupled with John Hattie's synthesis of over 800 meta-analyses relating to achievement form a compelling argument.

Facilitative Administration: How do collaborative processes ensure the development and implementation of policies and practice that support and reduce barriers to implementation?

Upholding a commitment to implementing evidence-based practices often requires shifts in how and which education initiatives are adopted and supported. Currently, work is underway to more fully integrate School-wide Positive Behavior Supports and Professional Learning Communities practices to result in a statewide multi-tiered system of support (MTSS) model. A statewide MTSS framework is important to matching the teaching practices with the learning needs. While the MTSS work is focusing on the systems-level, the Collaborative Work is focusing on the classroom level of instruction. Oversight of the Collaborative Work (CW) is led by a state CW management team that meets monthly. Teams working on each have overlapping membership. Similarly, there is involvement from teams working on educator evaluation and teacher/leader standards. With a commitment to data-driven decisions, each team is committed to have a data-focused representative. In the recently adopted revised state strategic plan (Top 10 by 20 plan), implementation of effective teaching/learning practices (as developed through Collaborative Work) and leadership for supporting collaborative culture and data-driven decision-making, as well as parent involvement are clearly outlined. The revisions to the state strategic plan provide a strong state level endorsement for statewide implementation of the CW.

Systems Interventions: How are issues of system barriers and potential solutions identified? The response to this question reiterates the importance of data at state, regional, and local levels describing implementation. Currently, data such as RPDC activity logs, anecdotal stories, and school compliance data collected through Collaborative Work suggest implementation gaps across levels. However, because the data systems are still being revised, it is difficult to determine with certainty where the gaps are and identify potential solutions. With the drive to meet the deadlines specified in the Top 10 by 20 plan, there is high interest in reviewing all current and planned data tools to determine how they might be better integrated and used to identify system issues and promote solutions.

Leadership: Do leadership have the knowledge, skills, and authority to support school improvement? Effective leadership at all levels (state, regional, local) is critical. There are numerous opportunities for educator-leaders to receive professional development. Missouri Leadership for Excellence, Achievement, and Development (MoLEAD) combines online and face-to-face training with hands-on experiences and mentoring opportunities to enhance best practices in schools. More than 400 superintendents, principals, assistant principals, and teachers have already participated in the first two rounds of training. The DESE Office of Special Education provides training to new directors of special education. RPDCs provide leadership support to building and district administrators. The state agency's Top 10 by 20 plan addresses leadership and the expected deliverable is a learning package focused on effective leadership for building-wide systems as well as supporting effective teaching/learning practices at the classroom level. To date, there is not specific data gathered on the fluency of leaders to support school-wide systems and classroom-level instruction.

Governance: The Department issues annual contracts to the RPDCs to carry-out state approved professional development to LEAs. Eight of the nine RPDCs are managed within a university structure. The remaining RPDC is managed within St. Louis Cooperating Schools Districts (now called EducationPlus), which is a consortium of school districts in St. Louis County and the surrounding area.

Fiscal: Historically, RPDCs were reliant on flow-through state funds, school district professional development funds, and a few state contract funds. Funding appropriated to support the RPDCs dropped off severely several years ago. With the reduction in state funds, the RPDC business model changed to seek additional contracts to supplement state general revenue funding. The Department issues annual contracts to RPDCs to cover initiative-focused professional development to LEAs. The contracted amount varies by RPDC based on the number of participating LEAs in the initiative for which professional development is to be provided.

Quality Standards: There is limited history of uniform quality standards or consistency of practice and training across the state. Statewide initiatives such as School-wide Positive Behavior Support (SW-PBS) and Professional Learning Communities (PLC) have developed protocols and expectations for implementation fidelity and scaling-up. With these two initiatives, there has been improved consistency of behavior interventions and collaborative teaming. With the Collaborative Work initiative that began development in 2011, achieving statewide consistency while balancing regional flexibility to address the diversity of needs across regions and LEAs has been a goal. To improve statewide consistency, the CW modules were developed with personnel trained in SW-PBS and PLC. The process was intended to reduce inconsistencies between these two initiatives and to build CW modules reflecting the similarities of the two initiatives. Through Collaborative Work, criteria for uniform quality standards and consistency of practice has been established at the level of delivery of professional development to LEAs (regional) and at the level school-wide implementation (local). Specific activities for monitoring the quality of implementation are as follows.

- Shared Learning events provide consistency of initial and continuing training and coaching to the RPDC network.
- High Quality Professional Development Standards provide criteria for quality delivery of training and coaching to LEAs.
- Structured Learning Packages include professional development content to be delivered to LEAs and incorporate research-based adult learning strategies.
- State Implementation Specialists observe the delivery of professional development, record observation of quality on the project-developed checklist, and provide follow-up coaching to the professional development provider with recommendations for improving the delivery of content and interactions with educator-learners.
- Practice Profiles accompany each Learning Package and are intended to guide implementation and observation of teaching and learning practices in the classroom.
- Fidelity checklists also accompany each Learning Package and are intended as a guide for educators working to improve implementation of the practice in the classroom.
- Working model of school-wide full implementation.

Professional Development: The RPDC network is the primary source of professional development for LEAs. Through the Collaborative Work initiative, funded by the State Personnel Development Grant, there has been increased attention on consistency of quality of professional development across regions. A process for developing, vetting, rolling-out content for RPDC delivery, and expectations for how participating schools engage with the RPDC in adopting the practice and improving implementation has been clearly outlined.

1. Department determines focus of learning package.
2. A team of in-state experts, who work at one or more of the RPDCs, are recruited to develop the learning package.

3. Draft learning package is peer reviewed and feedback to the development team is provided.
4. Learning package is revised.
5. Learning package is prepped for vetting (formatting, copyright check, etc.)
6. Learning package is vetted by a team comprised of RPDC professional development providers.
7. Vetting team provides feedback and learning package is revised again as needed.
8. Learning package is prepped for roll-out (re-check after latest revisions).
9. Learning package is presented (rolled-out) by the development team to the RPDC network.
10. Learning package materials are posted to project website <http://moedu-sail.org/>.

Data Capacity: Being able to engage in data-driven decision-making is valued at all levels of implementation (state, regional, and local). Most of the RPDC personnel received data team training through The Leadership and Learning Center. That training continues to influence their regional approach to data-driven conversations and has influenced the data-based decision-making learning package delivered to LEAs. However, despite this progress, substantial gaps remain. At both the regional and local levels, there is a tendency to feel overwhelmed by data-overload. Teams struggle to match a dilemma or question with the best-suited data point(s). The analysis indicated that while the RPDCs were highly skilled in training on data, they lacked real skills in using data to monitor their progress and the progress of their client LEAs. As a starting point, the Collaborative Work schools are required to move through a common formative assessment approach, submit their data, and the RPDC provides them feedback. By making this process required and transparent between the LEA and the RPDC, there is opportunity for guiding educators through an active data-driven process as well as an opportunity for the RPDCs to collectively consider their regional data and shape their professional development accordingly.

TA and Accountability: Progress rubrics were developed as a mechanism for LEAs to monitor adherence to Collaborative Work expectations and for RPDCs and the State to monitor regional and school progress. These rubrics were recently launched; therefore, data has not yet been collected.

The components of the building-level rubric include the following.

COLLABORATIVE DATA TEAMS (CDTs)

1. All certified instructional staffs are included on regular education CDTs.
2. All CDTs meet regularly, frequently, and consistently.
3. CDTs use appropriate protocols and processes to ensure productive meetings.

INSTRUCTIONAL/LEARNING PRACTICES

4. Each building selects 2 instructional practices to master during the year.
5. All instructional staffs are trained in the instructional practice and implement with fidelity.
6. An effective practice is used and a CFA is administered. Based on the results, students who have not met proficiency standards are re-taught and then re-tested for mastery of the content.
7. Each grade level develops and administers a CFA during at least 5 cycles throughout the school year.

PARTICIPATION OF SPECIAL EDUCATORS

8. Special education teachers are active, participating members of the regular grade-level and content-specific CDTs.

TEACHER MASTERY

9. Teachers of students with disabilities, both those certified as special education and regular education teachers who have students with disabilities in their classrooms, demonstrate mastery of selected effective practices.

The components of the RPDC-level rubric include the following.

TRAINING AND DISSEMINATION

1. Only staffs trained in the use of DESE approved Collaborative Work process, materials, and practice provide training.

2. Learning packages are delivered with fidelity.

COLLABORATION

3. Centers use collaborative data teams to make decisions about the effectiveness of implementation of the CW at both the building and regional center levels.

COACHING

4. Professional development is observed to ensure high quality and continued improvement.

ACCOUNTABILITY

5. CW buildings implement the expectations of the CW initiative.
6. Centers collect and submit CFA forms.
7. Staffs contracted for CW work meet the DESE expectations for serving CW buildings.

Summary

During the infrastructure analysis, Missouri identified strengths and weaknesses in developing a statewide system of support that would help build and maintain the Collaborative Work and other large scale statewide initiatives. The analysis results proved useful in helping guide intentional decisions about how to reduce, mitigate, or eliminate weaknesses and how to take advantage of strengths in the support structure.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP.

To increase the percent of students with disabilities in tested grades who will perform at proficiency levels on state assessments in reading/language arts and mathematics in the Collaborative Work pilot schools by 6.5 percentage points by 2018.

A description of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Academic success is a primary goal and is closely linked to other indicators such as discipline, attendance, drop-out rate, graduation rate, and post-secondary outcomes. Proficiency in reading/language arts and mathematics is a gateway to other academic success and can influence discipline, attendance, and graduation/drop-out rates. Since 85% of students with disabilities are participating in the regular program of instruction 40% or more of the time, the decision is to focus on improving academic outcomes in the general education setting. The measure will be an increase in proficiency in reading and mathematics for students with disabilities on the state assessments. Initial years of the pilot will measure the potential of the Collaborative Work initiative to accelerate improved academic outcomes for students with disabilities in all state tested grades at accelerated rates in CW schools.

It was clear from the data analysis that Missouri had several areas of improvement from which to choose. All are important, but at the end of the day, the agency and its primary stakeholders agreed that providing additional supports to improve the teaching/learning process in the regular classroom was the primary need and should not be delayed. In the area of student performance outcomes, the data showed significant gaps between all students and students with disabilities in high performing schools and low performance of all students, including students with disabilities, in low performing schools. Data also showed that the percentage of time spent by most students with disabilities in the regular classroom opened the door for improving outcomes for students

with disabilities by improving learning in the general education classroom where most academic instruction occurs. Root cause analysis of years of on-site reviews indicated little to no focus on the teaching and learning process. This suggests that most teachers use the same teaching practices they learned at the beginning of their careers. The areas of reading/language arts and mathematics were chosen for measuring progress since valid and reliable statewide assessments are available in those content areas.

Reaching the academic performance targets requires a strong supportive infrastructure. Missouri reviewed the existing infrastructure (articulated in a previous section) of the state related to providing ongoing training and supports. Strengths and weaknesses were identified as they related to accomplishing the desired work.

Strengths of the Regional Professional Development Centers (RPDCs) included training/credentialing in using data to drive decisions and training in collaborative teaming from various models. Major weaknesses were the lack of consistency, cohesion, and adherence to quality standards in many areas (See Table 2). It was clear that the RPDCs needed additional training and resources. Discussions with all of their staffs indicated that most were hesitant but willing to move from their comfort zones to try to address the need for improvement within the general classroom setting. However, most felt they were up to the task with additional help and time.

Training, resources, tools, data, and quality control measures were put in place to assist the centers and their personnel to accomplish the work. Data are constantly reviewed to help guide the need for additional resources and training either regionally or statewide.

SIMR Participant Selection

In deciding which buildings should be invited to participate, we uniformly eliminated those schools and districts which were already receiving a variety of services due to state and federal accountability determinations. Those struggling districts and schools were already being supported and additional resources were probably going to be overwhelmed. Struggling districts and schools were primarily in two metropolitan parts of the state.

Continuing to focus all efforts in the same two regions did not seem the appropriate process if we were looking to move the pilot to statewide implementation. Our best estimates were that it would take about four years to change the culture in many schools. Waiting for that time to lapse before building supports for all areas of the state was just not acceptable to our stakeholders who represented many other regions. So the first decision was to try to get participants from all nine (9) regions of the state.

A second idea was to look for schools with significant gaps in academic improvement between the category of all students and students with disabilities. The data review required for that showed that the majority of gaps between these two categories existed mostly in the higher performing schools. So while performance gaps existed in those buildings, students with disabilities tended to perform above the statewide averages for students with disabilities. This was true in all assessed content areas. In many of the districts and schools where there were small or non-existent gaps, no student population was achieving at acceptable levels. The data review could also not identify any building where students with disabilities were performing at or near the level of all students in the building for two or more consecutive years. Those data indicated that all schools, whether high performing, low performing, or somewhere in between, needed help when it came to the academic performance of students with disabilities.

The strategy then became to request volunteer schools in each region of the state with the only limitation as having enough students with disabilities to track progress. That limitation was waived to a slight degree in two very rural regions with small student populations. The decision to open the door to all schools had the side benefit of “focusing on improvement because that is our job” rather than “focusing on improvement because the State gave the school a label related to underperformance.” Stakeholders also saw this selection process to be an improvement and more appropriate to the mission of a state agency to help all schools.

Fortunately, the demographics of the volunteer schools (explained earlier, see Table 4) showed a remarkable parallel with statewide demographics. This provides an extra degree of confidence that limited changes will be

necessary to scale the initiative. Other small considerations were a focus primarily on elementary buildings because of the similarity of the typical structure of elementary education and the transferability of the teaching/learning practices to all content areas. Encouraging use of the effective practices in all content areas will demonstrate that the effective practice is indeed embedded. Though we initially wanted to keep this at the elementary level, we did allow a few secondary schools into the mix to help us better understand how the process would need to change as we moved into schools structured around content areas.

And finally, we determined that all teachers in the elementary buildings needed to be involved in the collaborative data teams. This was a significant departure from current initiatives such as SW-PBS and PLCs where schools could determine the number and type of teachers participating. Systems development and observations strongly indicate the need for whole school involvement as a requirement for changing and maintaining a collaborative culture as defined in the CW.

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical, and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, which are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Overview

The Missouri Collaborative Work is an educational framework which emphasizes the use of collaborative teams and data based decision-making to support effective teaching and learning practices at the classroom level with the goal of improved outcomes for all students, especially students with disabilities.

Missouri Collaborative Work is focused on Visible Teaching and Learning. This work is informed by the research synthesis conducted by Dr. John Hattie and his continued work to create visible learning schools. This work is also informed by the Moving Your Numbers study conducted under the guidance of the National Center for Educational Outcomes. These studies articulate the need for focusing on a few things using a systems approach. The work clarified the need for alignment of state, regional, district, school, and classroom efforts. Additional guidance was provided through the continued work of educational, implementation science, professional development, and coaching leaders (i.e. Robert Marzano, the National Implementation Research Network, Jim Knight, Richard Dufour, and others). The primary message of Dr. Hattie's work is "Know Thy Impact." Making teaching and learning visible in Missouri is building school-wide models in which teachers and students maintain a teacher/learner relationship characterized by the following:

- Teachers are passionate about teaching and learning and their passion is contagious with students.
- Teachers set learning intentions and success criteria aligned to Missouri Teaching/Learning Standards.
- Teachers use effective instructional practices, conduct frequent checks for understanding, and provide specific feedback.
- Students are taught how the learning intentions and success criteria are relevant and applicable, to articulate the extent to which learning has occurred, and identify needs for additional practice.

Key teaching and learning practices, coupled with common formative assessments (CFA), analysis of results, and re-teaching can accelerate the learning of all students—even those presenting learning challenges. Finally, in *Visible Learning for Teachers: Maximizing Impact on Learning*, Dr. Hattie presents eight “mind frames” or

ways of thinking that together should underpin every action and decision in schools and systems. Each of these mind frames contributes to our understanding of how their implementation can facilitate effective learning if we integrate them into our practice.

- Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
- Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do... We are change agents!
- Teachers/leaders want to talk more about the learning than the teaching.
- Teachers/leaders see assessment as feedback about their impact.
- Teachers/leaders engage in dialogue not monologue.
- Teachers/leaders enjoy the challenge and never retreat to "doing their best."
- Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffroom.
- Teachers/leaders inform all about the language of learning.

Implementation

Participating schools commit to carrying-out the following activities, steps, and practices.

Commitment to Implementation Integrity

- Selection, mastery, and implementation of a variety of effective instructional practices which have been proven to have a high effect on student outcomes.
- Development and administration of common formative assessments by grade-level and aligned to the Missouri Learning Standards of mathematics/English Language Arts at least five (5) times annually.
- Efficient and effective Collaborative Data teams at the building level using classroom data to make instructional decisions.
- Monthly reports of data analysis:
 - Practice used
 - Number of students assessed
 - Number/% of students and SWD in level of proficient, close to proficient, far to go (likely to become proficient), and intervention students (not likely to become proficient)
 - Re-teaching practice
 - Re-test results

Core Practices

- Collaborative data teams agree to use at least two effective teaching/learning practices they have selected to learn and use throughout the year.
- The teams agree to teach to a specific Missouri Learning Standard in reading or mathematics using the selected effective practice.
- The teams develop common formative assessments which they will use to determine the effectiveness of the teaching/learning practice and student progress.
 - The teams analyze the data from the assessment and group students (all students, IEP students) into four performance levels which are the same as those used in the data.
 - Teams process proficient, close to proficient, far to go (likely to become proficient), and intervention students (not likely to become proficient).
 - The teams, based on the common formative assessment results, agree to a different teaching/learning practice to re-teach the students who are identified as far to go (likely to become proficient), and intervention students (not likely to become proficient).
- Students are re-tested and the results are analyzed by the team.

Implementation Expectations

- All work will be aligned with the Missouri Learning Standards and Teacher/Leader Standards.
- Building administrator will:
 - Assure that the participation expectations and agreements have been shared with all instructional staff.
 - Assure that all instructional staff will be trained and participate on building collaborative data teams, provide support to instructional staffs who have expertise in an effective teaching practice to coach, and mentor colleagues.
 - Support and oversee the collaborative team process.
 - Assure new staff will be trained/mentored on the collaborative work.
- All teachers (including Special Education and special subjects [music, art, physical education, etc.]) will actively participate on a collaborative teacher team.
 - Small buildings may only have one team covering all grade levels.
 - Larger buildings may have 2 or more teams—some could have one per grade level.
- Each building will:
 - Identify a content area of English Language Arts or mathematics to focus their attention and to report progress.
 - Select the “effective” teaching/learning practices for the year that all teachers will agree to use as part of the teaching/learning process.
- Each building level collaborative data team will:
 - develop, administer, score, and analyze results of grade appropriate common formative assessments aligned to a core academic standard.
- A summary analysis based on the formative assessment will be shared with the RPDC consultant at the time the building submits the formative assessment. Basic information of the summary analysis will be:
 - Missouri Learning Standard addressed.
 - Teaching/learning practice used.
 - Number and percent of students assessed in the grade-level.
 - Number and percent of all students (including students with IEPs) in each performance level on the assessment based on the initial administration.
 - Number and percent of students with IEPs only in each performance level on the assessment based on the initial administration.
 - Teaching/learning practice used to re-teach students in the far to go (likely to become proficient), and Intervention students (not likely to become proficient).
 - Number and percent of all students and students with IEPs in each performance level based on a re-test.

Inclusion of students with IEPs in CFAs

It is expected that most students with IEPs will participate in the grade-level CFAs just as they do other classroom assessments, either without or with accommodations indicated on their IEP. If a student is receiving all or most of their instruction in the general education classroom, then they should take the CFA. In the case of students with IEPs who are significantly below grade level and due to this, receive most or all of their instruction in a content area from their special education teacher and are identified as qualifying for the state level alternate assessment (MAP-A), these students may not be included in the classroom CFA. We would expect that the number of students with IEPs excluded from taking the CFAs would be very small. This initiative is not about accountability, but is intended to assist teachers to better understand and implement effective instructional practices and to improve the performance of all students, but especially students with IEPs. Research has shown that, under most circumstances, students with IEPs who are included in the general education classroom and curriculum achieve at higher levels than those who are not.

Reporting requirements

It is expected that each grade level in each building will report and share at least five (5) administrations of a

CFA each year. Two documents help validate these administrations. One document provides the CFA along with the scoring guide and links the assessment to a Missouri Learning Standard. The second document provides a summary of the assessment results and the reassessment results for all students and for students with disabilities.

Sustaining the project

Research is clear that 100% implementation across the building and preferably across the district, is required to get the types of improvements needed across the state. Buildings failing to fulfill their commitment to the project will be removed from participation. These buildings will not be replaced. The Office of Special Education (OSE) will support buildings to offset the costs of substitutes and stipends for training for at least three years.

Implementation timeline

Awareness and Recruitment

Hold an Awareness and Recruitment Meeting with potential schools. This meeting can occur for individual schools or in regional cohorts.

During the meeting:

- Use the Missouri Collaborative Work Overview Learning Package to introduce the CW [Estimated time = 45 minutes]
- Review the CW Common Understandings document

Before proceeding, review and secure Statements of Commitments from buildings desiring to participate.

Active Buildings

Year 1 Buildings

1. Orientation, implementation assessment, and planning

- Use the Missouri Collaborative Work Overview Learning Package to orient all staff in the building to the CW [Estimated time = 45 minutes]
- Use the CW Getting Started Guide and Practice Profiles to assess CW building's level of implementation.
 - Assist building in selecting Teaching Practice(s) to focus on for the year
 - Based upon results of the assessment and selection of effective teaching practice, plan CW professional development for the year with appropriate building staff

2. Professional Development (training, technical assistance, and coaching matched to level and type of need)

- Provide professional development based upon implementation assessment and building needs to reach a level of minimal level of proficiency in each of the four essential elements to begin implementation for the first year.
 - Collaborative Data Teams
 - Common Formative Assessment
 - Data-based Decision-making
 - Selected Effective Teaching Practices
- Provide technical assistance and coaching to building to support/monitor implementation the practices learned through training to ensure implementation fidelity and adherence to building commitments for data reporting/submission.

Year 2 & 3 Buildings

1. Refresher and/or re-orientation, implementation assessment, and planning

- Use the Missouri Collaborative Work Overview Learning Package to orient new staff in the building to the CW or provide a refresher. [Estimated time = 45 minutes]
- Use the Practice Profiles to assess CW building's level of implementation.

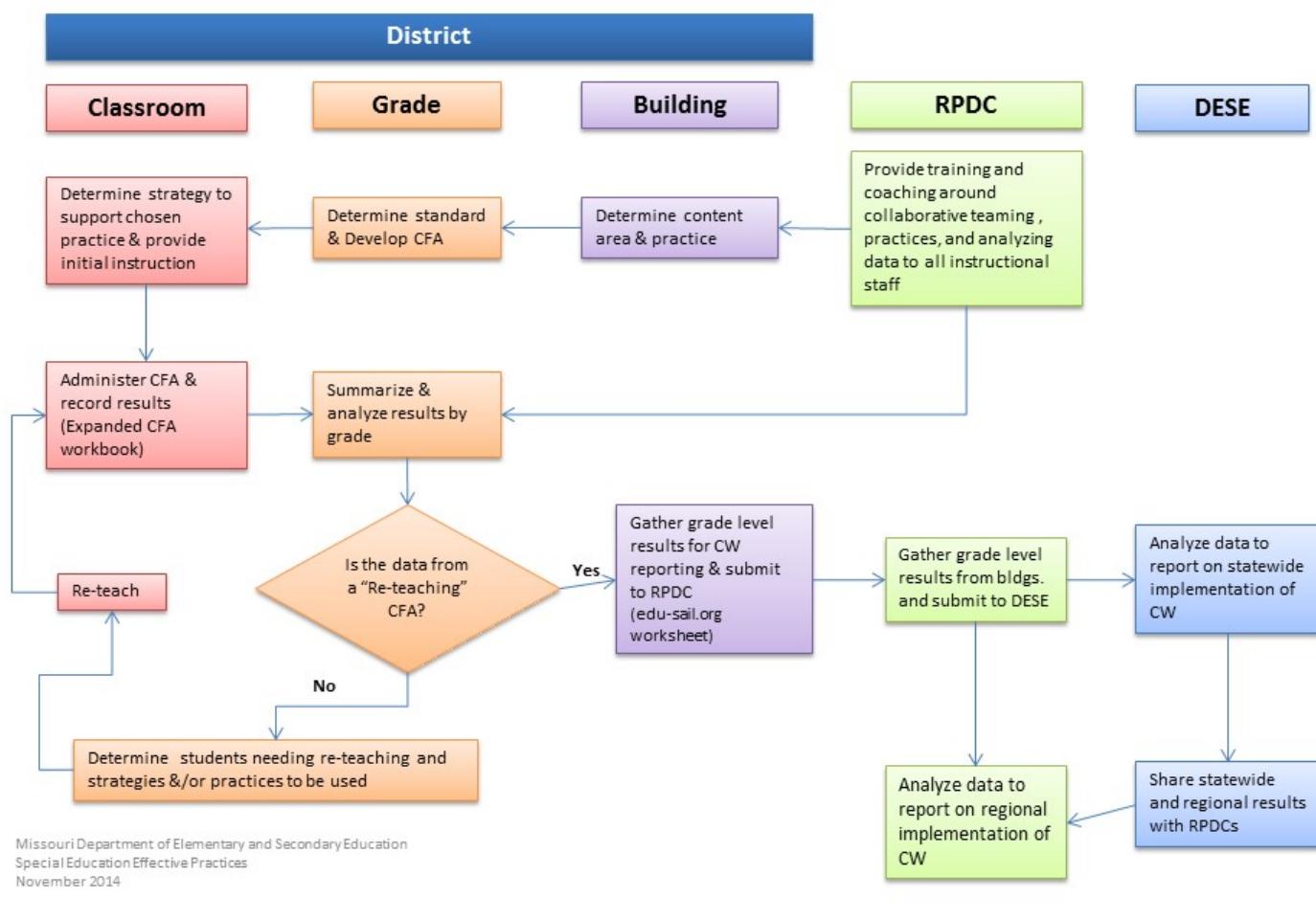
- Assist building in selecting Teaching Practice(s) to focus on for the year
 - Based upon results of the assessment and selection of effective teaching practice, plan CW professional development for the year with appropriate building staff
2. Professional Development (training, technical assistance, and coaching matched to level and type of need)
- Provide professional development based upon implementation assessment and building needs to reach advanced levels of proficiency in each of the four essential elements to begin implementation for the first year.
 - Collaborative Data Teams
 - Common Formative Assessment
 - Data-based Decision-making
 - Selected Effective Teaching Practices
 - Provide technical assistance and coaching to building to support/monitor implementation the practices learned through training to ensure implementation fidelity and adherence to building commitments for data reporting/submission.

When a school has participated in trainings/site support without making adequate progress and the school is not honoring the expected commitments necessary to enact change and implement the practices with fidelity, the school may not be eligible to continue as a CW building.

Chart 3 shows the Collaborative Work workflow for participating schools as well as the support provided from the Regional Professional Development Centers and the DESE.

Chart 3

Collaborative Work – Workflow



Resources and Support

To support schools in selecting, adopting, and full implementation of effective teaching/learning practices, the following educator learning packages have been developed. The RPDCs use the learning package content when providing coaching and training.

Effective Teaching and Learning Practices Learning Packages

- Collaborative Data Teams
- Data-Based Decision-Making
- Common Formative Assessment
- Effective Teaching and Learning Practices Overview
- Assessment Capable Learners
- Classroom Discussion
- Feedback
- Reciprocal Teaching
- Student-Teacher Relationship
- Spaced vs. Massed Practice
- Metacognition
- Direct Instruction

- Using Technology for Classroom Instruction
- School-Based Implementation Coaching
- Teacher Clarity (*coming spring 2015*)
- Introduction to Visible Learning (*coming spring 2015*)
- Technology to Support Collaborative Work (*coming spring 2015*)
- Cooperative Learning (*coming spring 2015*)
- Leadership for Collaborative Work (*coming spring 2015*)

The contents of each learning package adheres to the following framework. This framework is based on a synthesis of research on adult learning principles and effective methods for in-service instruction for educators.

Chart 4: Learning Package Elements

Learning Package Elements

Component	Purpose	Examples of Content
Preparation	Provide opportunity for learners to engage in the content prior to the formal training	<ul style="list-style-type: none"> • Learning objectives • Expectations for the training • Preparatory reading reflection exercise
Opening & introductions	Provide an overview of the day, including reviewing learner objectives, outcomes, and essential questions	<ul style="list-style-type: none"> • Session at-a-glance • Introductions • Essential questions • Norms • Pre-assessment
Why the topic is important	Review the basics and relevance to student learning	<ul style="list-style-type: none"> • Implications for student learning • Ways implementation aligns with MO Learning Standards
Overview of the topic	Provide learner with core concepts, terms, and vision for implementation	<ul style="list-style-type: none"> • Core concepts • Glossary of terms • Implementation example
Unpacking the topic	Explore the core components and implementation steps	<ul style="list-style-type: none"> • Detailed description of the core components • Rationale for components • Detailed implementation steps
Topic in practice	Provide opportunity for learners to discuss what application in the classroom looks like	<ul style="list-style-type: none"> • Detailed description of what implementation looks like • Group discussion on what implementation looks like in a variety of contexts • Measuring fidelity • Using data to inform practice
Topic in action	Explore ways for the learners to incorporate the new knowledge and skills into their teaching	<ul style="list-style-type: none"> • Reflection on what implementation would look like in their classrooms • Discuss and problem-solve potential challenges to implementation and fidelity drift
Assessment & reflection	Provide opportunity for the learners to reflect on their learning and potential implementation challenges	<ul style="list-style-type: none"> • Post-assessment learner knowledge • Reflect on personal teaching context and implementation

Closing & follow-up	Provide opportunity for learner to outline their implementation steps and plans for follow-up coaching	<ul style="list-style-type: none"> Template for outlining implementation steps in personal teaching contexts and follow-up coaching Additional resources for further learning
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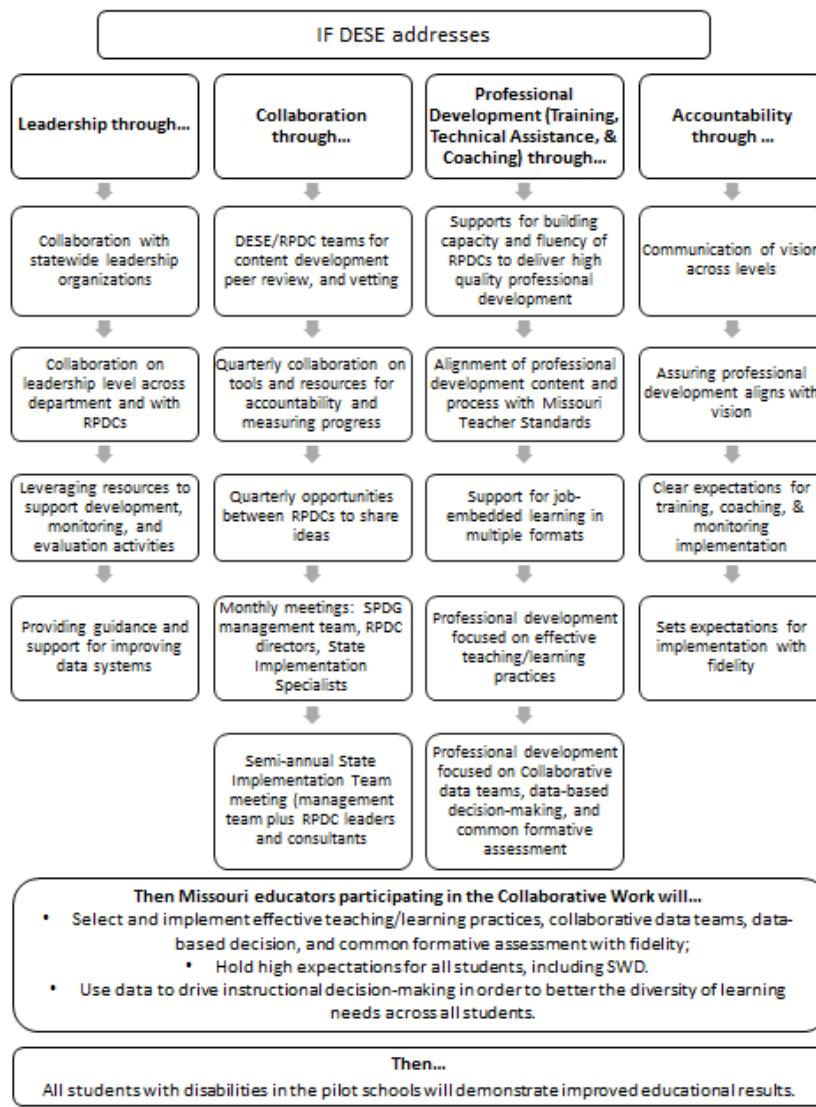
Expectations for High Quality Training and Coaching

Criteria of quality training and coaching, as well as a system of data collection, have been established and will continue to be used. See the description of training and technical assistance on page 12 of this plan.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Chart 5



Optional Description

The State's Theory of Action articulates that all levels of the process must accept responsibility for the success of the levels below them. This clarifies that while tasks can be assigned/reassigned, the responsibility for

ensuring the success of the groups or individuals with those assignments is retained. The end result is that all levels of the system must be active participants. This concept strongly influences how and by whom data are collected, reviewed, discussed, and communicated. It ensures that all levels actively use data to arrive at decisions regarding progress and needed modifications. Data transparency built into the system also allows for all levels to challenge the accuracy of any data used in the system. The systems approach provides consistency of implementation with many opportunities for input and feedback especially at the development level. The Theory of Action also shows that while the system is built to focus on a specific set of skills and practices, participating schools have a fair amount of flexibility in deciding which effective teaching/learning practices are most appropriate to those schools.